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ABSTRACT

This report describes the various faculty programs at the Center for Excellence in Teaching and Learning at Parkland College (Illinois). In response to faculty professional development needs surveys, these programs and activities were designed and created: (1) classroom assessment and research courses, which empower faculty to focus on learning by using classroom feedback to improve instructional quality and form an important connection with students; (2) the mentoring program, a one-on-one learning partnership designed to connect faculty with each other; (3) the new full-time faculty orientation program, created in response to feedback from new faculty who requested more support to ease their transitions to the school; (4) instructional workshops, seminars, and discussions that provide opportunities for continued learning; (5) preparation and development weeks, which launch and support major initiatives; and (6) teaching excellence awards, which recognize faculty who work hard and make a difference in their students' learning. Since 1996, approximately 2,000 full- and part-time Parkland faculty and faculty from other institutions have voluntarily participated in the center's programming. This document discusses these programs and presents course materials such as evaluation forms. (JA)

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ED 452 922

The Center for Excellence in Teaching and Learning: A Faculty Development System

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American Association of Community Colleges
2001 Annual Conference
Hyatt Regency
Chicago, Illinois

April 5, 2001

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Fay Rouseff-Baker
Director, Center for Excellence
in Teaching and Learning
Associate Professor of English

TC010370

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BIOGRAPHICAL SKETCH

Fay Rouseff-Baker
Fay is in her 7th year as the Director of the Center for Excellence in Teaching and Learning. She received her B.A. and M.Ed. in English Education at the University of Illinois. She has taught English for 27 years, and received the 1984 Master Teacher award from the State of Illinois.

Under Fay's leadership, the Center designed and implemented the Classroom Assessment and Research courses, the Mentoring Program, the Instructional Strategies and Techniques Workshops, the Learning Issues Seminars and more. Currently she coordinates these programs and is Director of the Teaching/Learning Institute. Her presentations have involved programs and systems relating to the Center for Excellence in Teaching and Learning as well as Classroom Assessment and Research courses. The presentations have been at local, state, national, and international conferences on teaching, learning, and faculty development issues.

Conference Presentations:

- AACC - American Association of Community Colleges Conference
- AAHE -American Association of Higher Education Assessment Conference
- ICCB - Illinois Community College Board State Conferences
- ICCCA - Illinois Council of Community College Administration
- Innovations
- Learning Paradigm
- NISOD - National Institute for Staff and Organizational Development Conferences
- NCSPOD - National Council for Staff, Program and Organizational Development Conferences

Workshops and Consulting:

- Austin Community College
- Black Hawk Community College
- Del Mar College
- Heartland Community College
- Illinois Valley Community College
- Itawamba Community College
- John Wood Community College
- Lakeland Community College
- Norwalk Community Technical College
- St. Charles Community College
- Tech/Prep ETC
- University of Illinois
- Urbana Public Schools
- Waubonsee Community College
- 2001 Community College Futures Assembly

Awards and Recognition:

- The 2001 Futures Assembly Bellwether Award Finalist: recognition as one of the top ten instructional programs in the nation
- The Illinois Community College Board awarded the 1994 Award for Excellence in Teaching
- The Classroom Assessment and Research courses received the 1998 Illinois Community College Board Award for Excellence in Teaching/Learning
- Parkland's Classroom Assessment and Research courses are featured in the first Cross Papers written by K. Patricia Cross as the most outstanding example of a professional development program applying CATs and Classroom Research
- Won the David Pierce Leadership Award in the "Learner-Focused Teaching Leadership" category. The award was presented by National Initiative for Leadership and Institutional Effectiveness for the Center's innovative Professional Development Programs.

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Parkland College

2400 West Bradley Avenue
Champaign, Illinois
61821-1899 1-800-346-8089

- **10,272 Total Students**
  42% Full-time; 58% Part-time
  25% Minorities; 75% White
  55% Women; 45% Men

- **520 Total Faculty**
  60% Teaching Load Full-time
  40% Teaching Load Part-time
  11% Minorities; 89% White
  46% Women; 54% Men

Parkland College
Statement of Values

As an institution of learning, Parkland College cultivates inquiry, practical application of knowledge, and broad enrichment across our community. The following values are important to the fulfillment of Parkland College's mission to provide programs and services of high quality to our students and community.

- Honesty and Integrity
- Fairness and Just Treatment
- Responsibility
- Multiculturalism
- Education
- Public Trust

The Center for Excellence in Teaching and Learning

Abstract

The Center for Excellence in Teaching and Learning at Parkland College addresses the dramatic need for acquiring and keeping qualified faculty. Impending teacher shortages leave colleges in competition for the best faculty. Faculty turnover has reached crisis proportions. The Center attracts faculty who care about teaching and want to enhance their professional skills. Parkland College values quality teaching and learning; the Center represents those values. This is a powerful message. New faculty have multiple needs and experienced faculty must adapt rapidly to contemporary student issues. Our students have varying learning styles and abilities. They come to us to be educated; yet, they also want to be entertained.

In order to become and remain effective teachers, faculty need ongoing learning opportunities. The Center is an agile, responsive professional development system that empowers faculty to meet the challenges of higher education. Through multiple options, faculty are able to connect classical and useful learning theory with effective teaching techniques and strategies. In response to faculty professional development needs surveys, the following programs were designed and created by faculty to meet their needs.

Classroom Assessment and Research courses empower faculty to focus on learning by using classroom feedback to improve instructional quality and to form an important connection with students. Faculty become invigorated; students become engaged. These courses also draw faculty into the institutional assessment process and ensure students are connected to that process. **The Mentoring program** is a one-on-one learning partnership designed to connect faculty to each other, the students and the college. **The New Full-Time Faculty Orientation Program** was created in response to feedback from the new full-time faculty who requested more support to ease their transition to a new reality. The program informs faculty of key components of the college culture: mission, values, students, and additional support systems. **Instructional Workshops, Seminars and Discussions** are opportunities for continued learning. These options vary in time commitment and focus on immediate, practical classroom applications. **Preparation and Development Weeks** launch and support major initiatives. **Teaching Excellence Awards** recognize faculty who work hard and make a difference in their students' learning.

Since 1996, approximately 2,000 full- and part-time Parkland faculty and faculty from other institutions have **voluntarily** participated in the Center's programming. The numbers increase when incorporating the all-college initiatives that connect everyone to our values, ethics, accreditation and future. The Center for Excellence is the place where all faculty—full-time, part-time, academic and technical—form a powerful community to ensure a quality learning environment.

The Center for Excellence in Teaching and Learning provides programming that is replicable by all colleges and is already being used at some. What is needed are supportive administrators, who recognize and support faculty leaders, and an agile, responsive, faculty-driven system that is focused on student learning and faculty development.

– Fay Rouseff-Baker, Director
– Center for Excellence in Teaching and Learning/Professor of English

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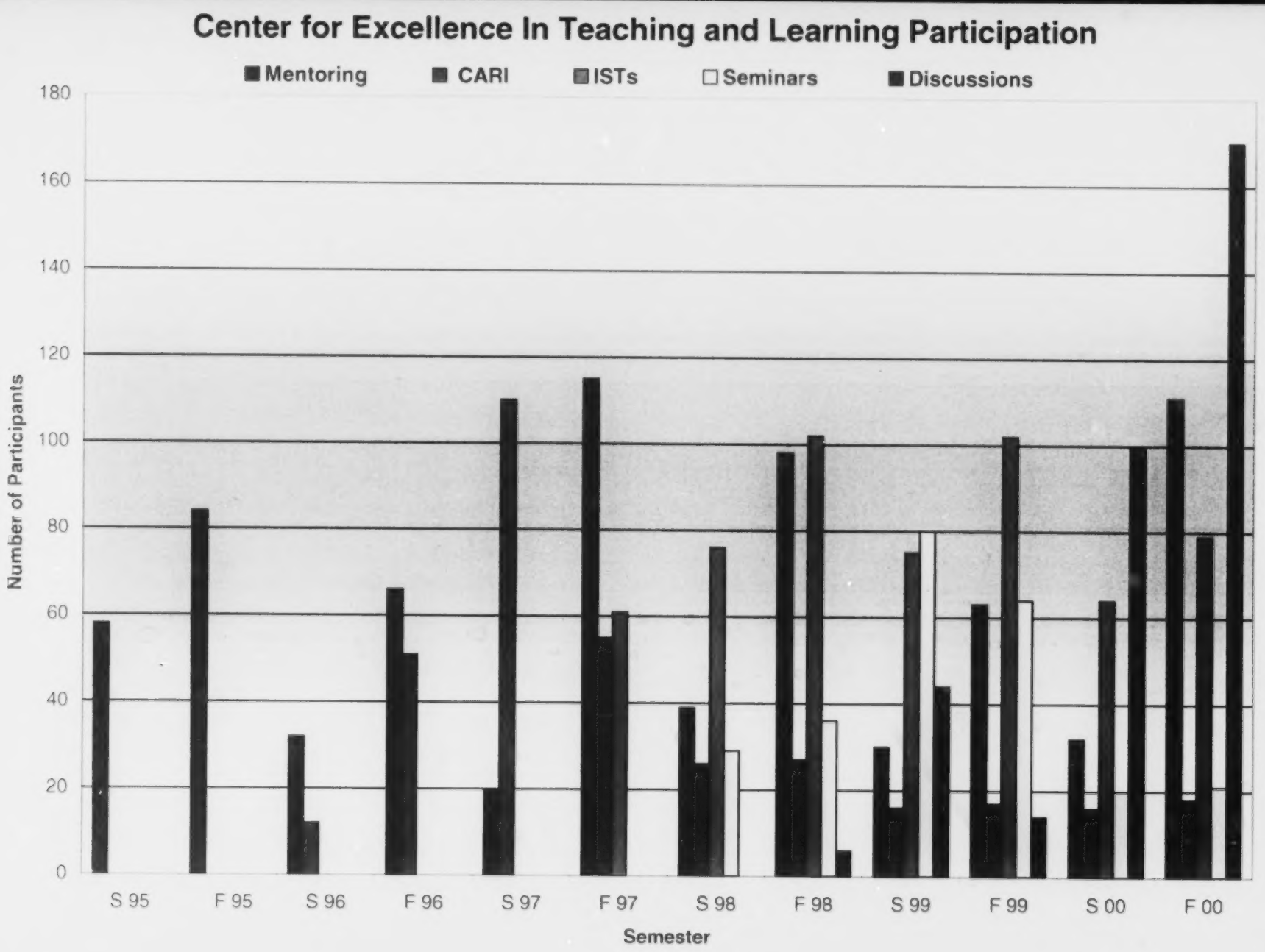
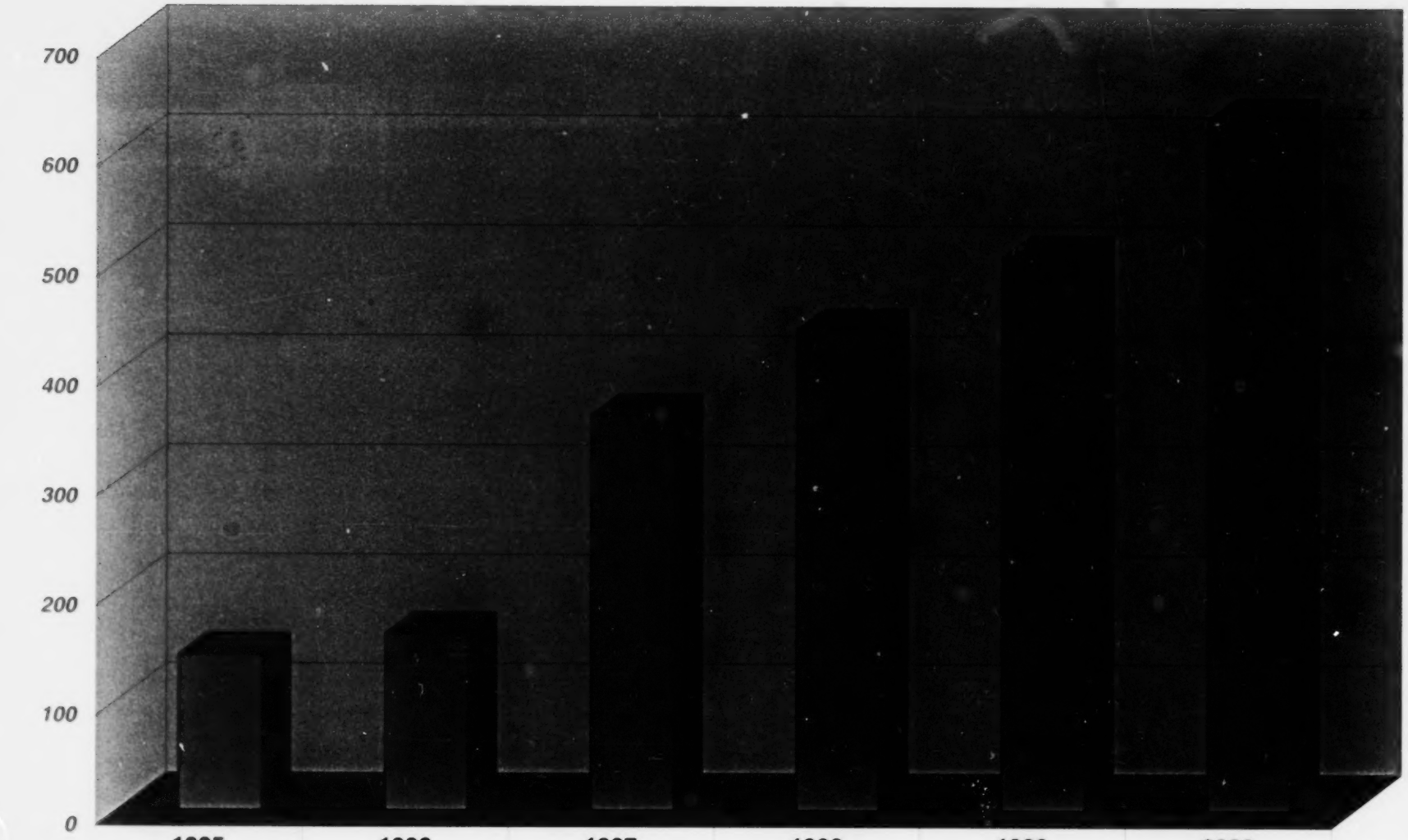
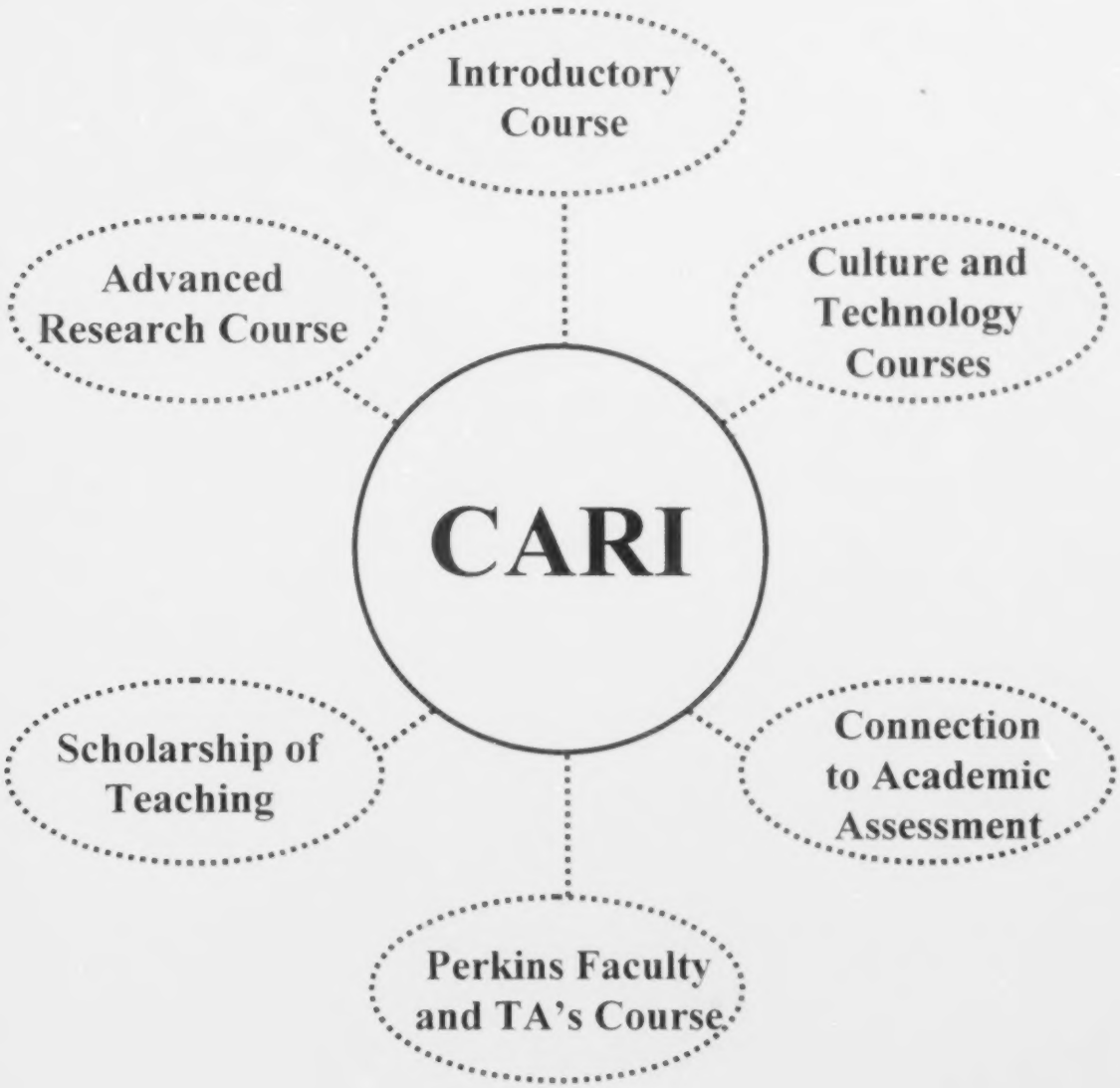

Center for Excellence In Teaching and Learning Participation
Mentoring
CARI
ISTs
Seminars
Discussions
180
160
140
120
100
80
60
40
20
0
Number of Participants
S 95
F 95
S 96
F 96
S 97
F 97
S 98
F 98
S 99
F 99
S 00
F 00
Semester

Center for Excellence Total Participation in all Programs



	1995	1996	1997	1998	1999	2000
Total	142	161	361	439	505	631

Mind Map of the Classroom Assessment and Research Initiative



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Classroom Assessment and Research Defined

Origins of Classroom Assessment and Research

1. Beginnings: ideas and research of educational scholars and experiences and insights of dedicated college teachers.
2. 1986-1988: Early work on Classroom Research, Cross and Angelo
3. 1988: First edition of *Classroom Assessment Techniques*, Cross and Angelo
4. 1993: Second edition of *Classroom Assessment Techniques: A Handbook for College Teachers*, Angelo and Cross
5. 1996: Second Book, *Classroom Research: Implementing the Scholarship of Teaching*, Cross and Steadman

The Use of Classroom Assessment:

- transforms faculty.
- connects part-time faculty.
- supports frustrated faculty.
- rejuvenates senior faculty.
- connects students who provide valuable feedback.

Classroom Assessment

. . . is the "systematic and on-going study of what and how students are learning in a particular classroom."

– Tom Angelo
Coauthor of *Classroom Assessment Techniques*

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Classroom Assessment Is . . .

✔Learner-Centered

✔Teacher-Directed

✔Mutually Beneficial

✔Formative, Ongoing

✔Ungraded

✔Usually Anonymous

✔Quick and Easy to Use

✔Good Teaching Practice

Adapted from Angelo -- Phase II Classroom Research Project (12/90)

Classroom Assessment Techniques (CATs) Defined

"CATs are quick, usually anonymous, feedback tools that provide valuable information from students about their learning and the learning environment."

– Fay Rouseff-Baker
Coordinator of Classroom Assessment

"CATs are tools to help teachers get feedback on learning to better understand learning."

– Andrew Holm
Coordinator of Classroom Assessment

Opportunities for Inquiry Through CATs

1. Background Knowledge - "What background knowledge do you bring to my class?"
2. Content Understanding - "What are you learning in my class and how well?"
3. Process - "How are you learning in my class?"
4. Application - "How are you applying what you have learned in my class?"
5. Barriers - "What are the barriers to your learning in my class?"
6. Study Skills - "Do you have the tools to learn in my class?"
7. Attitudes - "How do you feel about learning in my class?"

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The Center supports faculty in the classroom assessment process by offering the following courses:

- **EDU 920 Introduction to Classroom Assessment and Research**
  Perkins Faculty and TA's Course
- **EDU 930 Connecting Cultures in the Classroom/Reaching Each Student**
- **EDU 940 Classroom Research and Exploration of Learning Issues**
- **EDU 950 Classroom Technology Assessment and Research**

Coordinators:

Fay Rouseff-Baker
Andrew Holm

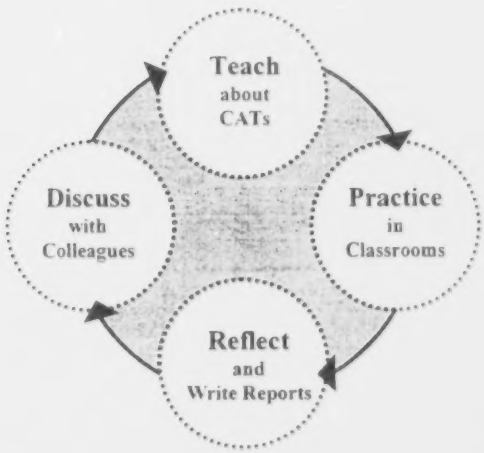
EDU 920: The Introduction to Classroom Assessment and Research Course

1. How to learn about CATs?

"A collegial group is ever so much richer than doing it by yourself."

– Pat Cross
Parkland Roundtable Discussion
November, 1996

Classroom Assessment Course Format



The course forms a community of faculty learners from all disciplines and fosters the scholarship of teaching.

2. Who teaches the course?

A team of two faculty, preferably from two different disciplines, facilitates the course. Faculty participants look for and identify with a team that provides a diverse voice.

3. Overview of Course: Introduction to Classroom Assessment and Research

■ ■ ■ ■ ■ ■ ■ ■

Seven two-hour sessions held throughout the semester. Graduation/Celebration

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4. **How to get started?**

Get a core of interested faculty to:

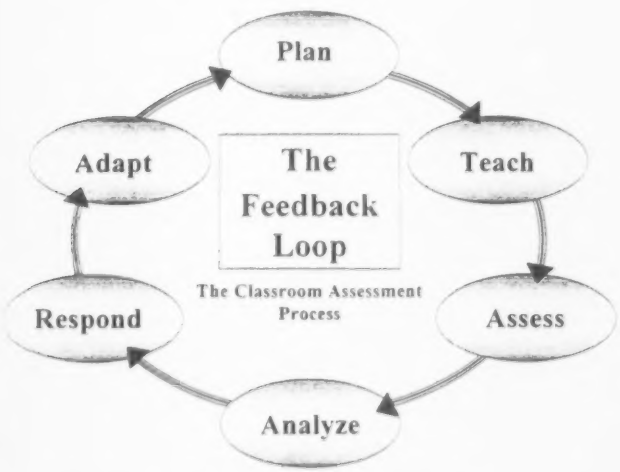
- meet throughout the semester.
- use CATs in the classroom.
- read and use *Classroom Assessment Techniques*, Angelo and Cross.
- use the CAT report form to report and reflect.
- contact the Center for Excellence for training opportunities.

5. About **one-third of Parkland faculty have voluntarily participated** in Classroom Assessment courses.

6. Diverse faculty from different disciplines come together for conversation.

How to use CATs

The Feedback Loop is the Heart of the Classroom Assessment Process.



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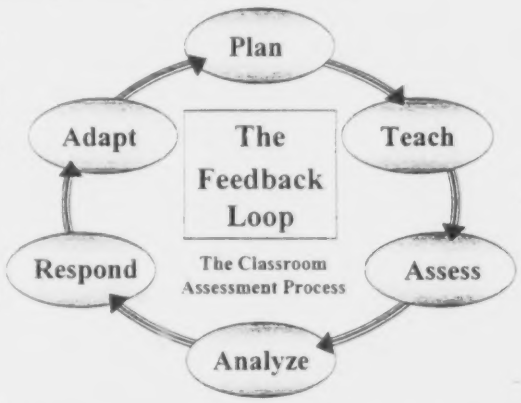
Classroom Assessment and Research Course for Perkins Supported Faculty and TAs

You are invited to take a course on Classroom Assessment and Research. This course teaches faculty how to use Classroom Assessment Techniques (CATs) which are quick, anonymous, ungraded feedback tools. CATs help faculty understand how their students actually experience learning in their classrooms. Over **200 Parkland faculty** have found these tools to be helpful in a wide variety of classroom situations and various disciplines. This course is designed to support faculty and teaching assistants as they investigate the students' learning process.

Background information: The Classroom Assessment and Research Initiative (CARI) is based on the concept of Classroom Assessment as described by Angelo and Cross in *Classroom Assessment Techniques: A Handbook for College Teachers*. Classroom Assessment helps teachers better understand what students are learning in their classrooms, how they learn, and what methods work best for facilitating learning in a given classroom.

Faculty using Classroom Assessment Techniques (CATs) solicit anonymous feedback from students and analyze those responses to get insight into the learning process. The feedback is designed to be formative and both faculty and students are encouraged to make adaptations during the semester in response to student feedback.

By following the process depicted in the Feedback Loop, faculty receive feedback from students through CATs, share the results with their students, and then both teachers and students adapt their teaching/learning strategies in response to that feedback.



The intent of this course opportunity is to provide support for faculty teacher's aide supervisors and their teacher's aides (TA) to promote effective communication, teamwork, and gather ongoing feedback from students. In order to qualify for this course, faculty TA supervisors and TAs must participate together. Funding for this opportunity was provided through the Carl D. Perkins Vocational and Applied Technology Act of 1998 and made available through the Illinois State Board of Education.

The course meets six times for two hours. Each faculty supervisor and TA participant receives: a textbook, a notebook with materials generated over eleven semesters, good food, a small stipend, a supportive atmosphere, and celebration.

Time: 4:00 - 6:00 p.m.
Dates: Mondays, September 11, 18; October 2, 16, 30; November 30
Facilitators: Fay Rouseff-Baker and Andrew Holm

Enrollment is limited due to space issues. If interested or with questions, please contact Kat Oertle, Perkins Grant Coordinator, at ext. 2479 by Wednesday, September 6th.

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A Sample CAT and the Response to Students that Completes the Feedback Loop.

Teaching Methods CAT

1. Which of the following have been most the most valuable tools to help you **learn the content material** for this class?

_____ Reading the text	_____ Quizzes highlighting the main points
_____ Class lecture	_____ Class discussion
_____ Guest lecturers	_____ Study guide
_____ Handouts	_____ Other: _____

2. What suggestions do you have for teaching methods/classroom instruction techniques that would help you **learn the content material** for this class?

3. Which of the following have been most helpful in helping you to **apply the content materials to your own life**?

_____ Reading the text	_____ Quizzes highlighting the main points
_____ Class lecture	_____ Class discussion
_____ Guest lecturers	_____ Study guide
_____ Handouts	_____ Other: _____

4. What suggestions do you have for teaching methods/classroom instruction that would help you **apply the material learned in this course to your life**?

5. Please give ideas for making this class better.

Designed by Jan Thom, Health Education, Fall 1997

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Teaching Methods CAT Results
(Number of Students = 24)

1. Which of the following have been most the most valuable tools to help you **learn the content material** for this class?

7	Reading the text	17	Quizzes highlighting the main points
15	Class lecture	16	Class discussion
18	Guest lecturers	**20**	**Study guide**
10	Handouts		Other:

2. What suggestions do you have for teaching methods/classroom instruction techniques that would help you **learn the content material** for this class?

3. Which of the following have been most helpful in helping you to **apply the content materials to your own life**?

6	Reading the text	3	Quizzes highlighting the main points
15	Class lecture	**17**	**Class discussion**
17	**Guest lecturers**	6	Study guide
15	Handouts		Other:

4. What suggestions do you have for teaching methods/classroom instruction that would help you **apply the material learned in this course to your life**?

5. Please give ideas for making this class better.

Designed by Jan Thom, Health Education, Fall 1997

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Teacher-Initiated Classroom Investigations

Please complete this form and attach to the front of all CAT Reports. As this is a permanent document which will be referenced by other faculty, it needs to be: complete, legible or typed, and needs to be dark enough to be copied. This form will help us organize and classify CAT Reports for faculty to access as part of the college-wide Academic Assessment Process.

Name: **Todd Horton and Adam Shaw**

Date and year of administration: **09/26/00**

Number of students: **20**

Department: **Engineering Science and Technologies**

Course or Discipline: **CIT 113, Surveying I**

CAT Number, Title, and page in text: **Number 7, Muddiest Point, page 154**

Primary Purpose of CAT: (circle one) **Student Learning Outcomes** or Student Learning Process

TGI Number if Applicable:

General Education Objective:

Special Focus of classroom investigation: Technology, Culture, Underprepared Students, Active Learning, or other: **Active Learning**

Resultant Instructional Changes:

The next lesson will include more practice problems in computing bearings of lines.

Instructor Comments:

The CAT revealed that the lesson was fairly successful in teaching the desired skills. The resultant instructional changes noted above will help strengthen those new skills.

(For office purposes only: TICI #)

(To be attached to the front of CAT Reports and filed in the TICI Notebook.)

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Clearest and Muddiest Points

Classroom Assessment Technique (CAT)

CIT 113 SURVEYING I

What was the clearest point in today's session? (In other words, what did you understand best?)

What was the muddiest point in today's session? (In other words, what don't you understand so well?)

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CIT 113 SURVEYING I **CAT results from 9/26/00**

What was the clearest point in today's session?

- How to do the angular math.
- I understood the procedures to get the correct calculations for the Azimuth and Bearings.
- Everything that was put on the board. I understood well. We went at a steady pace and I could keep up.
- I understood everything pretty clearly. I didn't have any trouble understanding any of the information.
- The clearest point was the bearings and azimuths.
- I understood procedure to find the sum of angles in polygons. And also the math for adding and subtracting degrees, minutes, and seconds.
- Today's lesson was completely understandable with the examples that were done in class.
- I understood all of the session today because of my previous pre-calculus in high school.
- How to read the azimuth and bearings according to how they are on the 0degree to 360degree circle.
- I understood everything very well.
- I understood mainly everything today everything was well explained in today's session.
- I understood the angular addition the best.
- How to figure out the angles.
- I understood the azimuth & bearings the best.
- The math.
- Everything is fine, but would appreciate faster pace if possible.
- Finding the azimuth.
- I felt that all of the information in today's discussion was easily understood. I felt confident that I could put the information to use effectively.

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What was the muddiest point in today's session?

- The way you find the bearings.
- I have not completely grasped the reason for and behind the reflection angle.
- There was nothing that I didn't understand today.
- I have a good understanding of all the points covered today.
- Today's discussion was actually very clear. There are other days however it is more muddy than clear.
- There was not any point during today's class that was unclear to me.
- Pretty much understood everything.
- Nothing.
- Today nothing was really misunderstood in today's lesson or muddy. I believe I could take a test now and pass with flying colors.
- I think that I understood everything.
- How to figure bearing angles.
- There wasn't anything I didn't understand.
- Meridian.
- Explained fine.
- When you talked about types of angles.

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An Excerpt from a CAT Report

- The CAT Report is an important component of implementing the scholarship of teaching.
- Instructors used these reports in the Classroom Assessment courses to report the results of their work to colleagues.
- These reports are valued artifacts as evidence for outside accrediting agencies that faculty are investigating the learning process over time.

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Name: P. T. Date of Administration: Spring 1998
Course: Supervision in the Hospitality Industry **Number of Students: 20**

1. *Assessment purpose:*

   Student learning outcomes and student learning process

2. *Problem diagnosed:*

   Do some students underperform in the classroom because they lack confidence in their ability? (primary focus: self-worth models)

3. *CATs used:*

   a. **Course-Related Self-Confidence CAT** (#32 in the text)

   b. **Program-Related Self-Confidence CAT**

4. *Insights gained:*

   a. The **Course-Related** Self-Confidence CAT showed that learning was taking place—at least, students said so. It also identified the topics that needed additional instruction and emphasis. I do like these surveys; this one should have come about two weeks earlier.

   b. The main CAT was a **Program-Related** Self-Confidence Study (copy attached).

      This CAT did not accomplish all that I had hoped, or all it might have had I designed it better. The mean scores were uniformly high; it was particularly encouraging that Statement 6 reflected the highest student confidence.

      An interesting apparent conflict in confidence was the discrepancy between scores for Statements 9 and 10; while students felt they would earn promotions faster than others without Parkland training, some did not equate that to higher earnings. Perhaps that reflects some of the lack of confidence from Statement 3; in any case, it points up the flaws in the instrument.

      One identifiable student marked "Not at All" on Statement 10 because she is a member of a prominent restaurant family and will earn good money regardless of Parkland training; she also marked "Not Very" on Statement 9. Her overall score was 26, the lowest of any; however, she is a Management student (not an HPI student) and is only "somewhat confident" that she wants to do restaurant business.

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5. *Instructional changes made:*

I am not adjusting my teaching so much as I will adjust my counseling approaches. I will also encourage students earlier in the semester to make appointments to talk about their grades and their feelings about them

What impresses me from exploring this Learning Issue (self-confidence, motivation) is the need for me to address less as the omniscient "expert" and more as the caring teacher who can be approached with concerns. In saying this, I know that my advising/counseling time has steadily grown over the past few years, and that the time demand is almost too much. But I cannot limit counseling if students want to come and talk.

6. *Student Response:*

I closed the feedback loop by passing out and discussing going over the results of the study at some length. I mentioned that none of the students who were not happy with their grades in terms of their ability indicated that they would made an appointment to discuss this with me. I encouraged them to do so; nothing yet.

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Program-Related Self-Confidence Study

Nearly all students in HPI 114 are either Restaurant Management or Hotel/Motel Management majors, and most are in their first or second semesters in the program. Please indicate **honestly** how you feel about the following statements **at this point in your course of study**. This is an **anonymous** survey.

I am confident that. . . .	**How Confident Do You Feel?** (circle one)			
1. I will do well in this course.	Very	Somewhat	Not Very	Not at all
2. I will succeed in all HPI course work.	Very	Somewhat	Not Very	Not at all
3. This is the career program for me.	Very	Somewhat	Not Very	Not at all
4. I will find an appropriate work experience job. (HPI 215) [or have found]	Very	Somewhat	Not Very	Not at all
5. After graduation, I will find a career-track hospitality job. [if you will not seek such a job, leave blank]	Very	Somewhat	Not Very	Not at all
6. On this job I will be able to use things I have learned in Parkland HPI classes.	Very	Somewhat	Not Very	Not at all
7. My HPI A.A.S. degree will help me find a good position above entry-level.	Very	Somewhat	Not Very	Not at all
8. I will have, or quickly learn, the skills I need to succeed in the hospitality field.	Very	Somewhat	Not Very	Not at all
9. My HPI A.A.S. degree will help me earn promotions faster than co-workers.	Very	Somewhat	Not Very	Not at all
10. My HPI A.A.S. degree will help me earn more money than I would otherwise earn.	Very	Somewhat	Not Very	Not at all
11. My grades in this course reflect my ability.	Very	Somewhat	Not Very	Not at all

Qualifying Question: [circle one]

a. I have little (3 months or less) or no actual work experience in hospitality positions.
b. I have worked at least 3 months, but less than 1 year, in hospitality positions.
c. I have worked one year or more in hospitality positions.

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Indicators of Change in Faculty and Students After the Use of CATs

Summary of Outcomes Assessment for Fall 1996:

A. Student survey of nearly 250 students in 18 different classrooms of various disciplines (this was the first semester these faculty had used CATs):

1. **49%** thought that CATs helped them learn more than if CATs hadn't been used.
2. **90%** thought that the use of CATs showed that the instructor cared about the opinions of students.
3. **63%** would like to see CATs used by other instructors.

B. Faculty Survey (First-time Users):

1. **83%** found CATs useful for obtaining feedback on student learning.
2. **92%** encouraged other instructors to learn about CATs and Classroom Assessment.

C. Faculty Survey (Continuing Users):

1. **100%** found CATs to be a useful tool for assessing student learning.
2. **100%** intended to use CATs as a regular part of their future instructional strategy.
3. **100%** recommend that other instructors get training in using CATs.
4. **83%** disagree that students dislike the use of CATs.

Summary of Faculty Survey for Fall 1997:

Self-report surveys indicate that participants in the Classroom Assessment course have integrated the use of CATs into their teaching. For example, 38 faculty who had received some Classroom Assessment training responded to an e-mail survey.

- **90%** have integrated CATs into their teaching philosophy; the other 10% said they have done so "to some extent."
- **100%** are using at least one CAT in their classroom(s) each semester.

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Impact Statements from an English Professor

As final word, I want to say how impressed I am with the Classroom Assessment and Research Initiative course I am now taking through the Center for Excellence. **It's given me new inspiration, a new context for evaluating my teaching goals, and a new way to understand the dynamics of learning. Most of all, its techniques are a way to help promote academic success, especially for more needy students, without compromising the rigor of college academics or the essential goals of education.**

– Diana McDonald
Part-time English Faculty

Indicator of Honest Struggle from an Art Instructor

What was the least enjoyable part of your classroom research project?

It was not enjoyable to meet myself face to face so starkly. I was humbled in that perhaps I needed an attitude adjustment or change of technique to better serve the student. The only way to this understanding was through the input provided by various CATs I administered to the students. I enjoyed the CATs but not the brief feeling of self doubt that occurred after reading some of the answers to the CATs. But this is good medicine in that putting all pride aside one is able to clear the way for better ways of approaching the task of teaching.

– Suzanne Bishop, Part-time Art Faculty

Changes in Teaching by a Mathematics Instructor

The first CAT resulted in an immediate change in the way I taught the class. The students' responses included a request for more practice problems for the first test, and I gave them a handout to satisfy their request. **I have greatly increased my use of example problems.** I also increased my utilization of the "whole class working on an example problem on the computer" technique. I had used that technique sparingly in the past, because it seemed somewhat awkward to implement and boring to the faster students. **They obviously like that technique,** however, and now I have discovered that it is a wonderful way to sneak in individual help during time I used to use only for lecture and presentation. **I also have shortened the time between lecture and application.** Next semester, I will try to make the tests and grading more closely related to the longer labs by coordinating the subject matter for the labs and tests more closely and by making the lab grade part of the test. This will be an experiment. I do not know if it will work well.

- Scott Badman, Mathematics Faculty

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Statement in a Syllabus

I am part of a group of instructors at Parkland and around the nation who are interested in the ongoing improvement of teaching by gathering input from you, the student. I will be asking for feedback on some teaching/learning issues this semester. These feedback tools are sometimes called **Classroom Assessment Techniques (CATs)**. They are different from tests and quizzes in the following ways:

1. They are usually anonymous—no names are required.
2. They are not graded.
3. They are often very brief requiring only a few minutes of your time.
4. I do this because I value your input.

I appreciate your cooperation in this effort. Your feedback is valued. By giving me your honest responses, you can help to improve learning in this classroom and also increase your understanding of how you think, study, and learn.

You will benefit from instructional changes made in Nur 258 based on previous CATs used and feedback obtained from previous students. Some examples of a few of the instructional changes that have been made as a result of CATs are:

1. Worksheets will have specific text and pages for answering a particular item.
2. Pharmacology worksheets will be available for particular content in addition to general worksheet.
3. WebBoard has been created to allow students to communicate "muddiest points." These will be addressed in study groups, by instructor in classes and via the WebBoard.

- Dianne Maxwell
Nursing Professor

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To explore further consulting options, please contact:

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Awards and Recognition

- The 2001 Futures Assembly Bellwether Award Finalist: recognition as one of the top ten instructional programs in the nation
- The National Initiative for Leadership and Institutional Effectiveness: 1998 David Pierce Leadership Award
- The Illinois Community College Board: 1994 Award for Excellence in Teaching and Learning: *Center for Excellence in Teaching and Learning*
- The Illinois Community College Board: 1998 Award for Excellence in Teaching and Learning: *Classroom Assessment and Research Initiative*
- Parkland's CARI program was described by K. Patricia Cross in *Developing Professional Fitness Through Classroom Assessment and Classroom Research, The Cross Papers Number 1* as the outstanding example of an ongoing delivery system of Classroom Assessment and Research, 1997

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